LIBRARY MEDIA CENTER POLICY
&
COLLECTION DEVELOPMENT POLICY

The following is the Collection Development Policy for The Rhode Island School for the Deaf (RISD) Library Media Program. RISD is a public PK-12 school in Providence, Rhode Island serving students who are Deaf and hard of hearing.

Overview

Library Media Center Mission Statement
The mission of the library media program is to ensure that students and staff are effective users of ideas and information. The School Library Media Specialist (SLMS) will accomplish this mission by:

- Preparing students for lifelong learning, informed decision-making, a love of reading, and the use of information technologies (AASL).

- Providing intellectual and physical access to materials in a variety formats (e.g. print, e-resources, DVD, etc)

- Continue developing a special collection of resources for the Deaf that provides information about communication, social issues, educational issues and Deaf culture and history.

- Develop a Family Library collection that provides a variety of resources for families of the Deaf and hard of hearing students.

- Providing research skill instruction so students can access and utilize the information

- Providing instruction that supports the RI Common Core State Standards objectives (CCSS) and the curriculum

- Collaborating with teachers to best meet students' research and reading needs

Patrons' Needs Assessment
Taking into account the school profile, the SLMS will assess the needs of students and staff through the following methods:

- Regularly review CCSS for each grade throughout the year
- Collaborate with teachers via email, conferences, and/or classroom visits
- Review grade level monthly plans
- Review and research teacher and student requests for specific material
- Survey library needs of students and staff via questionnaire and informal communication (e.g. conversation, email, surveys)
- Review reading levels of students to ensure intellectual access of resources.

Goals

The goals of the School Library Media Center are:

- To provide intellectual access to information through:

  o learning activities that are integrated into the curriculum and that help all students achieve information literacy by developing effective cognitive strategies for selecting, retrieving, analyzing, evaluating, synthesizing, creating, and communicating information in all formats and in all content areas of the curriculum

- To provide physical access to information through:

  o a carefully selected and systematically organized local collection of diverse learning resources that represent a wide range of subjects, levels of difficulty, and formats

  o a systematic procedure for acquiring information and materials from outside the library and the school through such mechanisms as:

    a. electronic networks

    b. ILLs (interlibrary loans)

    c. cooperative agreements with other information agencies instruction in using a range of equipment for accessing local and remote information in any format

- To provide learning experiences that encourages students and staff to become discriminating consumers and skilled creators of information through comprehensive instruction relating to the full range of communications media and technology

- To provide leadership, collaboration, and assistance to teachers and staff in applying principles of instructional design to the use of instructional and information technology learning.

- To provide resources and activities that contribute to lifelong learning while accommodating a wide range of differences in teaching and learning styles, methods, interests, and capacities

- To provide a program that functions as the information center of the school, both through offering a core for integrated and interdisciplinary learning activities within the school and through offering access to a full range of information for learning beyond this core

- To provide resources and activities for learning that represent a diversity of experiences, opinions, and social and cultural perspectives and to support this concept that intellectual freedom and access to information are prerequisite to effective and responsible citizenship in a democracy (AASL)

Selection Process

The SLMS is responsible for selecting quality, relevant, authentic, bias-free material for the collection. The collection will contain a variety of formats with emphasis on print. "Many tools exist to help librarians identify possible acquisitions (Johnson, 2009)."

The SLMS will select materials by:

- Utilizing Mackin, an online vendor and resource for librarians. The SLMS will:
  - select materials that receive worthy reviews from at least one of the following reviewing sources: ie. *School Library Journal*, *Booklist*, *The Horn Book Magazine*, *Publisher's Weekly*, and *Kirkus Reviews*
  - select materials or receive an award/favorable review from AASL/ALA or other reputable, authoritative book review or award agency. ie. Publisher's Weekly, Parents' Choice, Common Sense Media.
  - select materials that support the curriculum, student interests, pleasure reading, professional resources and CCSS (Common Core State Standards), SEL (Social Emotional Learning) Standards, RI Social Studies GSE and NGSS (Next Generation Science Standards).

- Utilize the following to vet titles for RISD ASL/Deaf Collection:
  - ASL Teachers at RISD
  - Gallaudet University Resources in the following areas:
    - Educational
    - ASL
    - Family
    - Laurent Clerc Deaf Education Resources
  - National Resources for the Deaf (NAD)

General Guidelines for Selection

Materials selected for RISD's library collection will meet the following criteria:

- Received at least one, preferably two favorable reviews from authoritative reviewing sources on Mackin and/or Follett Titlewave, or receive award/favorable review from AASL/ALA or other reputable, authoritative book review or award agency. ie. Publisher's Weekly, Parents' Choice, Common Sense Media.
- If no reviews are available, the librarian will review the material and make a judgement based on selection policies below
- Be accurate, current and authoritative
- Be of good quality in content, presentation and clarity
- Encourage lifelong love of reading for pleasure and learning
- Be age appropriate in content, reading level and listening level
- Be free of gender, race, and age bias and stereotypes
- Present motivational value in terms of attractiveness, style and interest to users
- Reflect cultural diversity
- Be attractive and functional
- Meet needs of different learning styles
- Support the curriculum and CCSS
- Include high interest, low level reading material for reluctant or emerging readers
- Include professional resources for staff

Specific Format Criteria

Books:

- Support reading programs and a range of reading levels
- Reflect recommended reading lists
- Illustrations should convey meaning and support the story line/text
- Nonfiction has concise, readable indexes, contents, glossaries

Periodicals:

- Magazines encourage leisure reading
- Magazine selection contains a variety of topical interests

Graphic Novels:

- Contain quality illustrations and age appropriate storylines
- Lack gratuitous violence and inappropriate behavior
- Encourage reluctant readers

DVDs/Videos:

- Meet general selection criteria
- Include Closed Captioning
- Image is of good quality

Electronic Resources:

- Are interactive and functional
- Conform to copyright and licensing requirements
- Include a method of contact for support
- Contain tools such as user-friendly search, indexing, and help options

Miscellaneous

- Gifts
  - All gifts are subject to same selection process criteria as purchased materials
  - Only hardcover books will be accepted at discretion of the librarian
  - Items deemed not appropriate for library use will be respectfully declined

- De-selection and Discards
  - Guidelines for Replacing Materials in a School (Johnson, 2009)

Type of material	Replace after
Geography	5 to 7 years
Career	5 years
Pure science (except botany and natural history)	5 years
Technology and applied science	5 to 10 years
Computer science	3 years
General encyclopedias	5 years
Atlases	5 years
Almanacs, yearbooks, statistical compilations	1 year or when new edition issued
Dictionaries	5 to 10 years
Journals	Keep only one year if not indexed

The collection will be weeded systematically according to the MUSTY method and any item will be discarded if it meets the following criteria of the MUSTY method (Johnson, 2009):

- **M-** Misleading
- **U-** Ugly
- **S-** Superseded
- **T-** Trivial
- **I-** Irrelevant
- **E-** May be obtained Elsewhere

- Evaluation:
  - The collection will be evaluated by the following use- and user-based methods:
    - In-house use studies
    - ILLs (Interlibrary loans) between other Schools
    - Circulation studies
    - User surveys
  - The collection will be evaluated by the following collection-based methods:
    - Collection profiling
    - List checking

- Censorship Issues
  - Policies, procedures, and rules related to the use of resources and services support free and open access to information (ALA).
  - Students shall have access to all materials and the SLMS will not restrict students to print or electronic resources by imposing reading-level restrictions on the use of resources; limiting the use of interlibrary loan and access to electronic information; charging fees for information in specific formats (Interpretation of the LIBRARY BILL OF RIGHTS).
  - Non high school students require permission from a parent or guardian to borrow Young Adult material.

- Complaints
  - All questioned material and challenged material will abide by the following procedure (LCPS Policy Manual):

    1. SLMS will inform the complainant that there is a procedure available for review of materials
    2. Complainant is referred to Director

    3. Director schedules a meeting with complainant, SLMS and appropriate staff

4. The complainant is informed of review procedures and given a "Request for Reconsideration of Instructional Materials" form on which to submit a formal request for review. (Please see form attachment)
5. Form will be signed and dated by the Director, and copies given to the complainant, SLMS, Division Superintendent, Library Supervisor and any other appropriate staff member.
6. Director then follows LCPS School Board Policy 5-7 regarding the review committee procedure.

- Copyright
  - RISD Library Media Specialist will adhere to and instruct students and staff in the United States Copyright Law and Congressional copyright guidelines currently in effect.

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POLICY
RHODE ISLAND SCHOOL FOR THE DEAF
BOARD OF TRUSTEES

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Request for Reconsideration of Library Resources

The responsibility for selection and evaluation of library resources to the school library media specialist and has established reconsideration procedures to address concerns about those resources. Completion of this form is the first step in those procedures. If you wish to request reconsideration of library resources, please return the completed form to the Director of RISD.

Attn: Director RISDeaf
One Corliss Park
Providence, RI 02908

Name _____
Date _____
Address _____
City _____
State _____
Zip _____
Phone _____

Do you represent self? _____ Organization? _____

1. Resource on which you are commenting:
    ____ Book ____ Textbook ____ Video ____ Display ____ Magazine ____ Library
    Program
    ____ Electronic resource (please specify)
    ____ Other _____
    Title _____
    Author/Producer _____

2. What brought this resource to your attention?

3. Have you examined the entire resource?

4. What concerns you about the resource? (use other side or additional pages if necessary)

5. Are there resource(s) you suggest to provide additional information and/or other viewpoints on this topic?

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